

# Texas Education Agency Standard Application System (SAS)

## 2017-2018 Perkins Reserve Grant

<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 26 PM 1:23 DOCUMENT CONTROL CENTER </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017	
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060	
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name	County-District #					
Kenedy ISD	128902					
Vendor ID #	ESC Region #	City	State	ZIP Code		
	3	Kenedy	TX	78119		
Mailing address						
401 FM 719						
Primary Contact		M.I.	Last name	Title		
First name		M	McGrath	Fed Prgm Dir		
Lily		Email address		FAX #		
Telephone #		<a href="mailto:lmcgrath@kenedyisd.com">lmcgrath@kenedyisd.com</a>		830-583-5590		
830-583-4100						
Secondary Contact		M.I.	Last name	Title		
First name			Pawelek	Bus Mgr		
Vanes		Email address		FAX #		
Telephone #		<a href="mailto:vpawelek@kenedyisd.com">vpawelek@kenedyisd.com</a>		830-583-5590		
830-583-4100						

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, v form a binding agreement.

#### Authorized Official:

First name  
Vanessa  
Telephone #  
830-583-4110  
Signature (blue ink preferred)

M.I. Last name  
Pawelek  
Email address  
[vpawelek@kenedyisd.com](mailto:vpawelek@kenedyisd.com)

Date signed

October 25, 2017

Title  
Business Manager  
FAX #  
830-583-5590

*Vanessa Pawelek*  
Only the legally responsible party may sign this application.

701-17-103-125

RFA #701-17-103; SAS #269-18  
2017-2018 Perkins Reserve Grant

## Schedule #1—General Information

County-district number or vendor ID: 128902

Amendment # (for amendments only):

## Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

## For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Kenedy Independent School District (LEA) has been putting much effort into providing students multiple opportunities to become career and college ready in ways that address the current and future workforce needs. Kenedy ISD has a high percentage of students taking CTE courses in a coherent sequence. The LEA has developed partnerships with a nearby community college for dual credit courses and degrees in high-demand occupations in the regional industry clusters. The LEA is also partnering with local industry stakeholders through the Advisory Committees to address the local workforce needs and to increase the opportunities for students to have practicums / apprenticeships in manufacturing and construction areas, which are in high demand locally. Kenedy ISD was able to greatly expand the advisory committee by creating a committee for each program currently being offered: Education, Business, Law Enforcement, Health Sciences, and Welding. The LEA is focusing this grant application on the Welding program for the 2017 – 2018 school year.

With the study of local business needs conducted by Straet Global Consulting LLC in Victoria, Texas, it was determined that the local needs are mostly for "soft skills" and for specific high-skill areas such as Welding, CDL drivers, Nurses, and Law Enforcement.

With the student surveys, it was concluded that the Welding, Law Enforcement and Nursing industries would allow students to become successful in the local work place. These are the current main areas of focus, however the LEA plans to continue to add areas as the programs progress and the needs from the community arise, such as the need for Air Conditioning services. The LEA has plans in the near future to partner with Trane, possibly through the next grant cycle.

With all of these factors in play, Kenedy ISD is applying for the Perkins Reserve Grant for assistance with preparing students for high skills occupations in the Welding field, and to promote further development and implementation in this program of study. It is the hope and desire of Kenedy ISD to produce students who have the knowledge, skills, and ability to perform duties within a high-skills area of need, through a rigorous program of study and provide the community with certified welders for their available positions.

During the 2016 – 2017 school year, KISD was able to implement the Welding program for the first time. We have developed an advisory committee made up of community members and members of the craft as well as teachers and administrators. This committee has brought great knowledge, resources, and ideas to the implementation of the program.

The program goals are to be able to get students a certification by the end of their senior year. This will allow them to go directly into the workforce. This was one of the identified needs discovered when Straet Global Consultants, LLC surveyed the local businesses in 2016. Having the direct input from the businesses will allow for greater growth of students entering post-secondary industry.

The LEA would like to be able to pay for the student tests, uniforms for competition with Skills USA, and several pieces of equipment still needed to make the program a success. The instructor would also like to be able to move the gas cylinders to the outside of the building in a cage, and then run the lines into the welding booths. This is desired for safety reasons. This would also require structure to be in place to hold those tanks.

The facility has been NCCER certified as well as the instructor being NCCER and AWS certified.

**Program Organization:**

Freshmen would take the Principals of Manufacturing course with the goal of finishing the year with acceptable plate welding positions for SMAW welding (E6010) stick welding. There is curriculum involved along with testing and safety certificates prior to students being able to begin to weld.

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Sophomores take Welding I and will be introduced to the gas, metal, arc welding (GMAW) or what is commonly referred to as MIG welding. Students will learn all positions with plate welding.

Juniors will take Advanced Welding and will learn the 7018 process of low hydrogen process plate welding.

Seniors will take Practice Welding if under 18 years old or a Practicum to be able to go to work as an apprentice. They will then participate in building projects using all welding skills and full penetration welds on welding plate for the D1.1 certifications of positions 1F, 2F, 3F, and 4F. They will then do plate-to-plate full penetration for positions 1G, 2G, 3G, and 4G. Students will still be learning the NCCER curriculum and follow the performance sheets prior to certification.

There will also be an introduction to gas, tungsten, arc welding (GTAW), with the ultimate goal being to master pipe welding positions 1G, 2G, 5G, and 6G. It is planned for students to join Skills USA, but some cannot afford the cost of membership and uniforms. The district will pay for the students' membership fees. The district wants to be able to pay for these for our students who cannot raise the funds themselves through fund-raisers. The minimum goal is for students to learn three different welding processes in plate and pipe for certifications.

Some of the equipment still needed include (but not limited to) a Rod Oven, Air Arc Carbon gauging torch, rosebuds for pre/post heating, bender to test welds, and a CNC water table for plasma cutting (4x8) and beveling equipment totaling about \$12,500. The LEA currently has a proposal to include the CNC water table, 4x8 cutting machine with height control. This \$25,500 expense will also cover the software upgrade, air filter/regulator and 2 days of installation and training. There will also be an estimated cost of \$42,000 for the construction of the cement slab for the cylinders to be moved outside into a locked cage with canopy, exterior electricity access, exhaust plumbing, canopy, extra work space, and materials storage.

Kenedy ISD ensures that all employees are compliant with the Statutory requirement of state. Kenedy ISD also ensures the students are provided with a coherent and rigorous content which is aligned with the academic and technical knowledge and skills which will prepare students for the workforce or post secondary education. The LEA also ensures statutory compliance as outlined in the 2017 – 2018 Perkins Formula Grant by reference. The Kenedy Welding program includes competency-based learning prior to practice where students utilize their higher order thinking, and problem-solving skills. The instructor works with students concerning their work ethic and attitude acceptable in the work place. The instructor for Kenedy ISD is a SBEC certified teacher, and is also an AWS and NCCER certified welder instructor, which will better serve our students.

The Advisory Committee members are specific to the program of Welding and/or Construction and Manufacturing, and have had great input into how the program should be set up and delivered to students, and have input to the curriculum to be used. This advisory committee will also serve as the peer review team for this grant. This collaboration will continue in future years to ensure the continuance of the program to provide the business / industry needs. These partners have been in attendance with the school's advisory committee and are representatives of local businesses, which will continue to monitor and help sustain the program.

For students wanting to continue their education for a degree, the Coastal Bend College Welding program offers multiple certificates that will flow well from ones earned at the High School level, such as: Marketable Skills Certificate Options of GMAW, GTAW, SMAW, FCAW, Flux Core Metal Arc; Fundamentals of Welding for GMAW, GTAW Level I, SMAW Level I; Certificate Option for Welding Level I and Level II; and an Associates Degree of Applied Science Welding.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$4,000	\$0	\$4,000	\$1,500
Schedule #10	Other Operating Costs (6400)	6400	\$5,000	\$0	\$5,000	\$1,500
Schedule #11	Capital Outlay (6600)	6600	\$75,500	\$0	\$75,500	\$17,000
Grand total of budgeted costs (add all entries in each column):			<b>\$84,500</b>	<b>\$0</b>	<b>\$84,500</b>	<b>\$20,000</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$84,500
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$4,225

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By TEA staff person:

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 128902			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide	0	0	0	0
3	Tutor	0	0	0	0
<b>Program Management and Administration</b>					
4	Project director	0	0	0	0
5	Project coordinator	0	0	0	0
6	Teacher facilitator	0	0	0	0
7	Teacher supervisor	0	0	0	0
8	Secretary/administrative assistant	0	0	0	0
9	Data entry clerk	0	0	0	0
10	Grant accountant/bookkeeper	0	0	0	0
11	Evaluator/evaluation specialist	0	0	0	0
<b>Auxiliary</b>					
12	Counselor	0	0	0	0
13	Social worker	0	0	0	0
14	Community liaison/parent coordinator	0	0	0	0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	N/A	0	0	0	0
22	N/A	0	0	0	0
23	N/A	0	0	0	0
24	Subtotal employee costs:			0	0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112	Substitute pay		\$0	0
26	6119	Professional staff extra-duty pay		\$0	0
27	6121	Support staff extra-duty pay		\$0	0
28	6140	Employee benefits		\$0	0
29	61XX	Tuition remission (IHEs only)		\$0	0
30	Subtotal substitute, extra-duty, benefits costs			\$0	0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 128902		Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	0
	N/A		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	N/A	\$0	\$0
2	N/A	\$0	\$0
3	N/A	\$0	\$0
4	N/A	\$0	\$0
5	N/A	\$0	\$0
6	N/A	\$0	\$0
7	N/A	\$0	\$0
8	N/A	\$0	\$0
9	N/A	\$0	\$0
10	N/A	\$0	\$0
11	N/A	\$0	\$0
12	N/A	\$0	\$0
13	N/A	\$0	\$0
14	N/A	\$0	\$0
b. Subtotal of professional and contracted services:		\$0	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 128902		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$4,000	\$1,500
Grand total:		\$4,000	\$1,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 128902		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$5,000	\$1,500
Grand total:		\$5,000	\$1,500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 128902			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1	N/A	N/A	N/A	\$0	\$0
<b>66XX—Computing Devices, capitalized</b>					
2	N/A	N/A	N/A	\$0	\$0
3	N/A	N/A	N/A	\$0	\$0
4	N/A	N/A	N/A	\$0	\$0
5	N/A	N/A	N/A	\$0	\$0
6	N/A	N/A	N/A	\$0	\$0
7	N/A	N/A	N/A	\$0	\$0
8	N/A	N/A	N/A	\$0	\$0
9	N/A	N/A	N/A	\$0	\$0
10	N/A	N/A	N/A	\$0	\$0
11	N/A	N/A	N/A	\$0	\$0
<b>66XX—Software, capitalized</b>					
12	N/A	N/A	N/A	\$0	\$0
13	N/A	N/A	N/A	\$0	\$0
14	N/A	N/A	N/A	\$0	\$0
15	N/A	N/A	N/A	\$0	\$0
16	N/A	N/A	N/A	\$0	\$0
17	N/A	N/A	N/A	\$0	\$0
18	N/A	N/A	N/A	\$0	\$0
<b>66XX—Equipment, furniture, or vehicles</b>					
19	Bender	1	\$8,000	\$8,000	\$2,000
20	CNC water table, 4x8 cutting machine with height control.	1	\$25,500	\$25,000	\$6,000
21	N/A	N/A	N/A	\$0	\$0
22	N/A	N/A	N/A	\$0	\$0
23	N/A	N/A	N/A	\$0	\$0
24	N/A	N/A	N/A	\$0	\$0
25	N/A	N/A	N/A	\$0	\$0
26	N/A	N/A	N/A	\$0	\$0
27	N/A	N/A	N/A	\$0	\$0
28	N/A	N/A	N/A	\$0	\$0
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29	Concrete slab with roof and gas cylinder cages, electric outlets, interior air vents			\$42,000	\$9,000
<b>Grand total:</b>				<b>\$75,500</b>	<b>\$17,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	9	64	Kenedy High School is a Title I School-wide campus
Limited English proficient (LEP)	0	0	There are 9 LEP identified students at the High School campus, but none are currently in a Welding class.
Attendance rate	NA	0%	N/A
Annual dropout rate (Gr 9-12)	NA	0%	N/A
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	N/A	0%	N/A
6-10 Years Exp.	N/A	0%	N/A
11-20 Years Exp.	N/A	0%	N/A
20+ Years Exp.	N/A	0%	N/A
No degree	N/A	0%	N/A
Bachelor's Degree	1	100%	Teacher Certifications include 1.) Applied Sciences in Welding Technology 2.) BS in Occupation Education; with a total of 20+ years experience
Master's Degree	N/A	0%	N/A
Doctorate	N/A	0%	N/A

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	1	2	2	10	15

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	1	1	1	1	1

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kenedy ISD is a small district with approximately 800 students, so there is only one high school campus. The LEA set a new goal with the outcome being to prepare students for college or the workplace. The LEA has an agreement with Coastal Bend College for students to earn dual credit on many courses, which will allow students to further their education toward a degree. Since this was already in place, the LEA set a goal for the district to enhance our Career and Technical Education courses. The goal was to provide programs that would allow students the opportunity to earn industry certifications needed to go into the workforce immediately out of high school, since many students are economically disadvantaged and cannot afford college tuition.

The LEA hired Straet Global Consultants, LLC to conduct a survey of all local businesses to determine the needs of the business in relation to the skills that the school district could offer. From the data, the LEA set out to help students earn those certifications by the end of their high school education. The LEA began to bring in members of the business community for input to the programs: Welding, Education (Aide), Health Science (CNA), and Law Enforcement.

These advisory committees were formed and provided valuable input to the planning and curriculum of each program. They had a vested interest since they would be the ones hiring these students in the future. The programs were designed so that there would be no barriers to any student who wanted to participate.

The culture of the community and climate of the new secondary building opening gave way to great attitudes of students wanting to complete the skills necessary to go work or college. The LEA has continued year two in the new building to help students reach their goals of entry to industry and education. The LEA now has baseline data to be able to compare annually the successes of these programs by reviewing the data of the number of certificates sought versus obtained. Prior to the 2016 – 2017 school year, the LEA did not have any students who were successful in obtaining any certificate. This first year has produced at least ten.

The LEA will survey and review the number of students earning dual credit through Coastal Bend College where students can continue their education toward a degree. The LEA will annually survey, review, and adjust the programs as necessary for students to be competitive in the workplace and/or college. The LEA will also monitor, per the grant guidelines, the spending of grant money for these programs, and program effectiveness. Hopefully within two years the district welding instructor can become qualified through Coastal Bend College to be able to provide dual credit for the welding courses being offered currently. It is also hopeful that the district will be able to offer students the opportunity to obtain an Associates Degree for Applied Science in Welding, once the dual credit arrangement is in effect.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Capitol improvements: Concrete slab for gas cylinders Canopy to cover slab area Exhaust plumbing needs to be relocated Exterior electrical outlets	Funding this portion of the program needs would allow for greater student safety with the gas being moved outside from the welding booths. The plumbing for the exhaust will complete the project so that it lines up correctly with the machines in the booths. The outdoor space will allow for greater room to build large projects and store (non-weather related) materials.
2.	Equipment and Materials: CNC water table and plasma cutter (4x8) Welding Bender Rod Oven Air Arc Carbon Gauging Torch Rosebuds	Funding the project will allow students to work with current field equipment in the industry and allow students to have an end product as part of their assessment for the program.
3.		
4.		
5.		

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Instructor	Education Certificate as applicable for High School Welding, Manufacturing. Industry Certifications for Welding from the American Welding Society and NCCER.
2.	Business Member	Industry Certification for Welding, Manufacturing from either AWS or NCCER. Good standing with the company being represented. Minimal to zero safety incidents in the last 5 years. Knowledge of industry standards, current practices, and hiring needs.
3.	N/A	N/A
4.	N/A	N/A
5.	N/A	N/A

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Completion of facility improvements	1. Wait time for materials and changes	01/01/2018	01/08/2018
		2. Dirt work, frames, and pour concrete for slab	01/08/2018	01/16/2018
		3. Frame and complete metal roof,	01/17/2018	01/25/2018
		4. Electrical work for exterior outlets	01/26/2018	02/02/2018
		5. Duct work for 8 interior vent drops and 2 air drops	02/05/2018	02/09/2018
2.	Ordering and installation of equipment for classroom use	1. Order equipment	12/18/2017	12/22/2017
		2. Installation of equipment	01/29/2018	01/31/2018
		3. Training of staff on equipment	02/5/2018	02/16/2018
		4. N/A	N/A	N/A
		5. N/A	N/A	N/A
3.	N/A	1. N/A	N/A	N/A
		2. N/A	N/A	N/A
		3. N/A	N/A	N/A
		4. N/A	N/A	N/A
		5. N/A	N/A	N/A
4.	N/A	1. N/A	N/A	N/A
		2. N/A	N/A	N/A
		3. N/A	N/A	N/A
		4. N/A	N/A	N/A
		5. N/A	N/A	N/A
5.	N/A	1. N/A	N/A	N/A
		2. N/A	N/A	N/A
		3. N/A	N/A	N/A
		4. N/A	N/A	N/A
		5. N/A	N/A	N/A

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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## Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kenedy ISD has other programs, which are monitored on a regular basis. The process is done through campus or district committees where all stakeholders are represented. In this program, the Welding Advisory Board is the committee.

Program evaluations are done to ensure the program is being effective and reaching the goals. Each committee meets to review all information concerning the project or program. Once the planning and decision-making process has identified a problem or need, the group analyses the cause of the problem. The next step is to set a goal. The goals must be set so that they can be attainable. In order to reach the goal, there must be activities that take place throughout the year to help address the problem and make it better. Monitoring takes place throughout the year as well to see if the activities are actually making progress toward the goal. Sometimes the activities might need to be adjusted in order to be successful. This will require more planning and decision-making. Program evaluation provides the necessary feedback for such planning, decision-making, and adjustment to strategies/activities.

With any type of project, the activities generated to get to the set goal are analyzed as whether or not they are effective. If they are not effective, then new activities might be the answer. Sometimes the activity is effective but another portion of the plan is ineffective. Once it is determined where the inefficiency is, then the committee goes through the planning and decision-making process again. Program evaluation is communicated to everyone via the school website, school app, in campus staff meetings, etc.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA paid for the Welding shop to be built along side the new school building, which was built with bond money. This has provided the superintendent with some expertise as to the requirements, timelines, materials, and budget necessary for project planning and implementation. The Welding instructor was hired from out of the area for his qualifications and certifications. His commitment to the project and student success are shown through his ability to help 6 students obtain a certification the first year the welding program was implemented. It is hopeful that the Welding instructor can become an instructor at Coastal Bend College for the purposes of students obtaining dual credit for their courses taken at High School. This would allow students to possibly earn an Associates Degree in Applied Science for Welding by the time they graduate or very shortly thereafter. In this respect, the program and stakeholders are still moving forward with the program and are committed to its success.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Verify ordering and receipt of materials and equipment	1.	100% completion by timeline provided = Exemplary
		2.	<90% completion of ordering by timeline = Action Required
		3.	<70% completion of ordering by timeline = Unacceptable
2.	Installation of equipment and training (provided with purchase)	1.	100% receipt by timeline provided = Exemplary
		2.	80% receipt by timeline provided = Attention and Action Required
		3.	70% receipt by timeline provided = Immediate Action Required
3.	Monitor construction activities completion by the appropriate dates provided.	1.	100% completion by timeline provided = Exemplary
		2.	<80% completion by timeline provided = Adjust timeline as necessary
		3.	<70% completion by timeline provided = Action Required by Superintendent
4.	N/A	1.	N/A
		2.	N/A
		3.	N/A
5.	N/A	1.	N/A
		2.	N/A
		3.	N/A

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to reach the program/project goal, there must be activities that take place throughout the year to help address the problem and make it better. Monitoring takes place throughout the year as well to see if the activities are actually making progress toward the goal within the designated time frame. Sometimes the activities might need to be adjusted in order to be successful. This will require more planning and decision-making. The committee will analyze the updated data to determine progress and be able to make further suggestions for activities. Program evaluation provides the necessary feedback for such planning, decision-making, and adjustment to strategies/activities throughout the school year. The data collection is done in accordance to the timeline of activities and whether or not the activity goal was reached within the time frame allotted and budget. The budget is monitored by the Superintendent, Campus Principal, and Business Manager throughout the project through local account monitoring. If there are problems with the project, the contracted company works with the Superintendent and possibly the Business Manager or Campus Principal to review the information and adjust the activities, timeline, and budget as might be necessary. This information is shared with the instructor as well so that he is aware of the changes and that the changes do not interfere with other goals or timelines for the class.

The students' academic progress in the Welding program can monitored by the instructor, campus principal, Curriculum Director, and Superintendent. Most of the time the instructor and campus principal do this monitoring. The data included could consist of daily grades, test grades, physical welding ability tests, attendance, discipline referrals or any other information that might pertain to a specific student. If the student's ability is not progressing due to attendance, the attendance office is brought in to review that situation and possible strategies to help the student. Stakeholders often take their time after hours to work with students who are not progressing as they should. Sometimes parents might need to be brought in to discuss other ways to help a student.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The program organization shows that the rigor is built into the progression of courses.

Freshmen would take the Principals of Manufacturing course with the goal of finishing the year with acceptable plate welding positions for SMAW welding (E6010) stick welding. There is curriculum involved along with testing and safety certificates prior to students being able to begin to weld.

Sophomores take Welding I and will be introduced to the gas, metal, arc welding (GMAW) or what is commonly referred to as MIG welding. Students will learn all positions with plate welding.

Juniors will take Advanced Welding and will learn the 7018 process of low hydrogen process plate welding.

Seniors will take Practice Welding if under 18 years old or a Practicum to be able to go to work as an apprentice. They will then participate in building projects using all welding skills and full penetration welds on welding plate for the D1.1 certifications of positions 1F, 2F, 3F, and 4F. They will then do plate-to-plate full penetration for positions 1G, 2G, 3G, and 4G. Students will still be learning the NCCER curriculum and follow the performance sheets prior to certification.

There will also be an introduction to gas, tungsten, arc welding (GTAW), with the ultimate goal being to master pipe welding positions 1G, 2G, 5G, and 6G. Seniors will also participate in the Skills USA competitions.

The welding instruction at the higher level will fit in directly with the college Welding program which offers multiple certificates that will flow well from ones earned at the High School level, such as: Marketable Skills Certificate Options of GMAW, GTAW, SMAW, FCAW, Flux Core Metal Arc; Fundamentals of Welding for GMAW, GTAW Level I, SMAW Level I; Certificate Option for Welding Level I and Level II; and an Associates Degree of Applied Science Welding.

Area Workforce Solutions research shows that Pipeline for Oil and Gas industry are the fastest growing jobs over the past year by about 30%. This program will successfully train students so that they can enter directly into the workforce with a/multiple certification(s). Therefore this program will push students directing into the highest demanding positions being sought.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The program organization has the rigor built into the progression of courses at the high school and how they flow into the courses offered at Coastal Bend College.

Freshmen would take the Principals of Manufacturing course with the goal of finishing the year with acceptable plate welding positions for SMAW welding (E6010) stick welding. There is curriculum involved along with testing and safety certificates prior to students being able to begin to weld.

Sophomores take Welding I and will be introduced to the gas, metal, arc welding (GMAW) or what is commonly referred to as MIG welding. Students will learn all positions with plate welding.

Juniors will take Advanced Welding and will learn the 7018 process of low hydrogen process plate welding.

Seniors will take Practice Welding if under 18 years old or a Practicum to be able to go to work as an apprentice. They will then participate in building projects using all welding skills and full penetration welds on welding plate for the D1.1 certifications of positions 1F, 2F, 3F, and 4F. They will then do plate-to-plate full penetration for positions 1G, 2G, 3G, and 4G. Students will still be learning the NCCER curriculum and follow the performance sheets prior to certification. There will also be an introduction to gas, tungsten, arc welding (GTAW), with the ultimate goal being to master pipe welding positions 1G, 2G, 5G, and 6G. Seniors will also participate in the Skills USA competitions.

The welding instruction at the higher level will fit in directly with the college Welding program which offers multiple certificates that will flow well from ones earned at the High School level, such as: Marketable Skills Certificate Options of GMAW, GTAW, SMAW, FCAW, Flux Core Metal Arc; Fundamentals of Welding for GMAW, GTAW Level I, SMAW Level I; Certificate Option for Welding Level I and Level II; and an Associates Degree of Applied Science Welding.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Freshmen would take the Principals of Manufacturing course with the goal of finishing the year with acceptable plate welding positions for SMAW welding (E6010) stick welding. There is curriculum involved along with testing and safety certificates prior to students being able to begin to weld.

Sophomores take Welding I and will be introduced to the gas, metal, arc welding (GMAW) or what is commonly referred to as MIG welding. Students will learn all positions with plate welding.

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There will also be an introduction to gas, tungsten, arc welding (GTAW), with the ultimate goal being to master pipe welding positions 1G, 2G, 5G, and 6G. Seniors will also participate in the Skills USA competitions.

The welding instruction at the higher level will fit in directly with the college Welding program which offers multiple certificates that will flow well from certifications earned at the High School level, such as: Marketable Skills Certificate Options of GMAW, GTAW, SMAW, FCAW, Flux Core Metal Arc; Fundamentals of Welding for GMAW, GTAW Level I, SMAW Level I; Certificate Option for Welding Level I and Level II; and an Associates Degree of Applied Science Welding.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Kenedy ISD works directly with several local businesses with members on the Advisory Committee for Welding. The LEA also partners with Conoco Phillips in a fund-raiser for scholarships for our students to be able to go to college. Kenedy ISD also partners with Marathon Oil who helps with needed supplies each year through a grant program. Both of these companies monitor and track the budgeted items. Kenedy ISD will continue to work with MFoster Construction through this grant for the construction of the concrete slab and amenities.

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Kenedy ISD has partnered with Tommy Vickery (business owner in the Welding field) and Randy Heath with Marathon Oil who will continue to assist the LEA with the curriculum and also provide important input about the fieldwork being done in the work force. These two men have been an integral part of the start up of the LEA's Welding program and are dedicated to sustaining the program by continued support through the Advisory Committee. These local businessmen will be able to monitor, at various times, the students' progress.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Kenedy ISD uses the NCCER recommended curriculum. The program will continue to be a high priority for the district and will continue to be budgeted at a higher level than most other CTE programs. This grant application is requesting funds for equipment and building improvements, which can then be maintained within the local budget after the grant period, has ended. The instructor is an experienced teacher and will be able to maintain the equipment and materials in an appropriate manner after the end of this grant.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

The program organization has the rigor built into the progression of courses at the high school and how they flow into the courses offered at Coastal Bend College.

Freshmen would take the Principals of Manufacturing course with the goal of finishing the year with acceptable plate welding positions for SMAW welding (E6010) stick welding. There is curriculum involved along with testing and safety certificates prior to students being able to begin to weld.

Sophomores take Welding I and will be introduced to the gas, metal, arc welding (GMAW) or what is commonly referred to as MIG welding. Students will learn all positions with plate welding.

Juniors will take Advanced Welding and will learn the 7018 process of low hydrogen process plate welding.

Seniors will take Practice Welding if under 18 years old or a Practicum to be able to go to work as an apprentice. They will then participate in building projects using all welding skills and full penetration welds on welding plate for the D1.1 certifications of positions 1F, 2F, 3F, and 4F. They will then do plate-to-plate full penetration for positions 1G, 2G, 3G, and 4G. Students will still be learning the NCCER curriculum and follow the performance sheets prior to certification.

There will also be an introduction to gas, tungsten, arc welding (GTAW), with the ultimate goal being to master pipe welding positions 1G, 2G, 5G, and 6G. Seniors will also participate in the Skills USA competitions.

The welding instruction at the higher level will fit in directly with the college Welding program which offers multiple certificates that will flow well from ones earned at the High School level, such as: Marketable Skills Certificate Options of GMAW, GTAW, SMAW, FCAW, Flux Core Metal Arc; Fundamentals of Welding for GMAW, GTAW Level I, SMAW Level I; Certificate Option for Welding Level I and Level II; and an Associates Degree of Applied Science Welding.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 128902

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

With the award of this grant, the welding students will have greater access to the equipment currently being used in the workforce. The Welding shop had been built without an instructor present / hired at the time, to be able to provided input. The LEA has made great stride in getting the shop equipped with the basic equipment and machines necessary for students to learn how to do plate welds. This grant will add to the current program through additional space and opportunity for larger welding projects to take place. With the goal of the LEA and the advisory committee being to certify students so that they can enter the workforce with enough knowledge and skill, some additional space and equipment are needed to be up-to-date and provide the additional work area and safety needs which have been identified. This grant will put the welding shop at the appropriate level to meet those industry needs, but which the local budget could not handle.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 128902

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 128902

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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